

**THE ATTITUDE OF INDONESIAN UNDERGRADUATE STUDENTS IN
INTERNATIONAL PROGRAM TOWARD ENGLISH AS A MEDIUM OF
INSTRUCTION: A SMALL-SCALE SURVEY**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of the
Requirements to obtain the *Sarjana Pendidikan* Degree in English Language Education**



By:

Muhammad Awang Bramuda

18322124

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
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APPROVAL SHEET

**THE ATTITUDE OF INDONESIAN UNDERGRADUATE STUDENTS IN
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By:

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18322124



Approved by Supervisor:


Willy Prasetya, S.Pd., M.A.

NIP: 173220502

RATIFICATION SHEET

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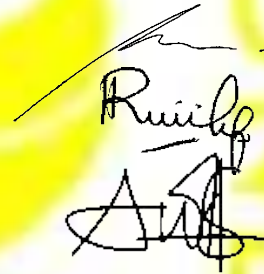
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acceptable.**

Board of Examiners

Chairperson : Willy Prasetya S.Pd., M.A.

First Examiner : Rizki Farani, S.Pd., M.Pd.

Second Examiner : Anandayu Suri Ardini, S.S., M.A.



Yogyakarta,

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department



Irma Windy Astuti, S.S., M. Hum

NIP: 062216005

STATEMENT WORKS' ORIGINALITY

STATEMENT WORK'S ORIGINALITY

I honestly declare this thesis to be written by me. This thesis does not contain any work of others except those cited in quotation and references, as scientific paper should.

Yogyakarta, July 25 2022

The Writer,



Muhammad Awang Bramuda

18322124

MOTTO

“I love myself better than you!”

– On a Plain (Nevermind, 1991) Nirvana



DEDICATION

I will gladly dedicate this thesis to my dearest families, friends, and lecturers, who always never stop to support me to finish this thesis.



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Yogyakarta,

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18322124

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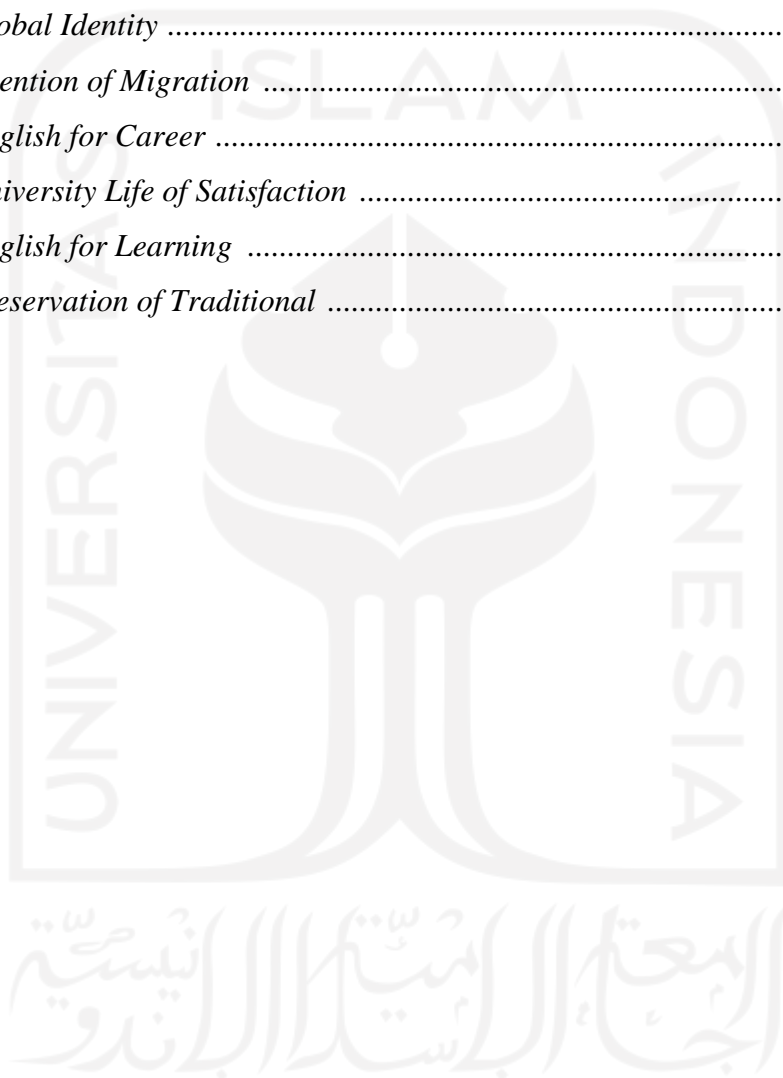
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ABSTRACT

The present study aims to investigate undergraduate students' attitudes toward the use of English as a Medium of Instruction (EMI) in class. This thesis uses quantitative research in the form of a survey study. The original questionnaire used in this thesis is from Tsui & Ngo (2016) that consists of eight sections; English for Learning, English for Career, and English for Internationalization, Preservation of Tradition, Local Identity, Global Identity, University Life Satisfaction, and Intention of Migration in total of 25 items. The respondents are from various international program departments. In total, 70 respondents. The result of this study is most of the students' attitudes that English as a Medium of Instruction (EMI) will lead them easier into internationalization $\bar{X} = 4.3$ and the students believe that the use of English as a Medium of Instruction will not play down the culture of Indonesia language and the culture itself $\bar{X} = 2.1$. The results of this study hopefully can help the educator to take the best action based on perceptions of the students towards the application of English as a Medium of Instruction that will be summarized in the study result. Theoretically, this study hopefully can be a valuable reference to help a future researcher with related issues regarding undergraduate students' attitudes toward English as a Medium of Instruction.

Keywords: *English as a Medium of Instruction, EMI, Students' Attitudes, EFL*

CHAPTER I

INTRODUCTION

This chapter is intended to justify how this research is important by emphasizing an empirical gap and highlighting empirical contributions.

1.1 Background of the Study

English as a Medium of Instruction (EMI) is widely used in educational context. The use of Emi brings benefit to enhance education and learning process. According to Peirce (1995), English as Medium Instruction will help students improve their language learning outside the classroom and help them claim the right to speak. It also will help students understand how to take a chance to speak are socially structured and how they might create possibilities for social interaction with target language speakers. Furthermore, it will help language teachers gain insight into how their students' language learning progress intersects with their investments in the target language. In addition, research by Guo et al., (2018) indicated that English as a Medium of Instruction (EMI) was more effective as compared to Chinese Medium Instruction (CMI) in motivating students' learning of the focal subject. More specifically, English as a Medium of Instruction (EMI) students will hold a stronger external goal orientation than their Chinese Medium Instruction (CMI) peers. Further, English Medium Instruction (EMI) students performed in part in their final exam in the subject and English after one semester of participation, controlling for their prior performance. The finding suggested that EMI did not negatively affect Chinese college students' content area learning.

In contrast, in Indonesian context, Floris (2014) found out that it was difficult to make the students to participate actively, probably because most of them were passive and were accustomed to sitting in traditional classrooms where the teacher was supposed to be in the front to teach, while students were sitting quietly and following their teacher's instructions. Thus, a teaching method that allows freedom, unpredictability, and student initiatives in the classroom is generally not well received. There is also a possibility that the students were passive because of the language barrier. During the observation, the researcher noticed that some students were not motivated to speak English. They used their native language to do their assignments or ask and answer questions. If the teachers forced

them to speak in English, they would ask their friends to talk or translate what they would like to say. This thesis happened in one of a large college in Indonesia, a semester after the start of the implementation.

Conversely, Fitriati (2020) found out that four students already can perform the presentation using English. Despite there being still some wrong word choices and grammatical errors. Even they answered their friends' questions by using the English language. With the current results of this research about the application of English as a Medium of Instruction (EMI) in various contexts, it requires the extension of students' attitudes, especially from the side of students who are directly experiencing the application of English as a Medium of Instruction. This previous study occurred in one of the schools in Indonesia.

In addition, only a few studies about EMI in Indonesian context can be found. Most of them only focus on high school, and not many focuses on the University context. In addition, it is still hard for the author to find the researches which discuss English as a Medium of Instruction in Indonesia, especially in Higher Education (HE). Therefore, this research strives to identify the students' attitudes in Higher Education (HE) toward using English as a Medium of Instruction (EMI). This research adopted a questionnaire by Tsui & Ngo (2016) aimed at International Program students in one of the private universities in Yogyakarta, Indonesia. Hopefully, this study can give a new insight into how international program students' attitudes toward English as Medium Instruction (EMI) in Higher Education (HE).

1.2 Formulation of the Problem

This study identified the attitudes toward English as a Medium of Instruction in the class. To guide this thesis, the following research questions are used:

1. What are international program students' attitudes towards using English as Medium Instruction (EMI) during their study?

1.3 The objective of the study

This study intends to investigate international program students' attitudes towards using English as the medium of instruction in their study.

1.4 Significance of the Study

As a practice, the results of this study hopefully can help the educator to take the best action based on perceptions of the students towards the application of English as a Medium of Instruction that will be summarized in the study result. Theoretically, this study hopefully can be a valuable reference to help a future researcher with related issues regarding undergraduate students' attitudes toward English as a Medium of Instruction.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the background studies that discuss English as a Medium of Instruction (EMI) in some countries.

2.1 English as a Medium of Instruction (EMI)

Commonly, English as a Medium of Instruction (EMI) is defined as using the English language to teach academics in fields where the first language of the high volume of the Population is not English (Macaro, Curle, Pun, An, & Dearden, 2018). English as a Medium of Instruction (EMI) has some objectives. In Asia, English as a Medium of Instruction (EMI) has some objectives, such as giving the status of English as a global lingua franca and language of transnational research (Coleman, 2006) and EMI aimed at harmonizing European Higher Education (HE) to increase academic mobility and facilitate employability (European Higher Education Area and Bologna Process, 2016). EMI may or may not include the implicit aim of increasing students' English language abilities (Brown, Bradford 2017). In addition, one of them is to motivate the students to learn it. The fact that the English language is increasingly in this globalization era for education purposes would undoubtedly enhance the students to improve their proficiency in the English language. Larsen-Freeman (2000) stated that the students will commonly get content knowledge and increased language proficiency.

2.2 English as a Medium of Instruction (EMI) in Higher Education Institutions

It is predicted that today with approximately 6,000 languages in this world, English will remain the most dominant language by 2115 (Wang, Smyth, & Cheng, 2017). To this extent, English is the language with the most speakers in this world at this moment. It means that people worldwide are competing to learn the English language. In addition, Coleman (2006, p.16) stated that nowadays, English has already become an academic lingua franca. In this case, this factor is one factor that encourages some Higher Education (HE) institutions in Asia to apply this method of English as a Medium of Instruction (EMI).

However, in recent years, the sectors of culture, economy, educational and Internationalization have significantly changed the roles of English as an additional language (Galloway, 2017; Widodo, Wood, & Gupta, 2017), become as an international language (Renandya & Widodo, 2016), and become as a global language (Leitner, Hashim, & Wolf, 2016), and the last, become as a lingua franca (Fang, 2017). In this case, the roles of English as an additional language, international language, global language, and lingua franca are changing the perceptions around the world of learning English. No wonder some factors in culture, and economy, especially in education, use the English language to be inducted into their daily life activities, such as using English as a Medium of Instruction in Higher Education Institutions.

As stated by Tai (2020), to keep up with the trend of Internationalization, English as a Medium of Instruction (EMI) course is now becoming a trend in Higher Education (HE). Similar to (Thompson et al. 2019) statement that English as a Medium of Instruction (EMI) is growing to be a trend in Higher Education (HE) fields around the world, and English as a Medium of Instruction (EMI) programs are spreading quickly in Japan as part of Japanese people's efforts of Internationalization. In this context, English language has rapidly become a learning program in some countries, especially in Asia, where the first language is not English to be applied in some Higher Education (HE) in Asia due to keeping up with Internationalization.

2.3 Previous Study

Based on Tsui & Ngo (2016), the students and teachers realized the important value of the English language and its potential can have an impact on institutional prestige and international exchange, also increasing their awareness of culture and the ability to be employable in regional and worldwide levels. Students did not think that English as a Medium of instruction (EMI) was a problem for them in improving their subject matter knowledge. However, the students feared that the results of their academics, learning motivation, the atmosphere in learning class, and discussion in the class could be reduced. Based on the English for career section, the responses vary from students across different departments. The students from the science, engineering, social sciences, business administration, and law departments are more supportive of the application of English as a

Medium of instruction than the students from the education and medicine departments. This case represents a more different view of reality by the former group that may believe that EMI can give benefits upon graduation and joining the job market. For the education and medicine departments, even though the principles and fundamentals are worldwide, their practical applications could be more regional. Therefore, it may be justified to use the local language for these departments.

Meanwhile, based on Jiang's (2016) previous study. Despite occasional grammatical, phonological, or idiomatic errors, the data from the observation demonstrates that teachers can generally use the English language to express subject information. In order to promote teaching and classroom engagement, they turned to practical tactics and input enhancement because their only focus was the effectiveness and fluidity of the instructional process. When learning unfamiliar and complicated subject knowledge in English as a Medium of Instruction (EMI) contexts, student cognitive capacity is challenged simultaneously by the content and the language. Meanwhile, Rahman (2019) added that lecturers as important stakeholders in public and private universities. Rahman (2019), in his previous study, argues that prior educational experiences have a significant influence on present opinions about the decision to use English as the language of instruction (EMI). It is also connected with the efficacy of the lecturers as they believe they have created a comfortable learning atmosphere through their institutions' EMI. Through the process, they have shaped and projected both nationalizing and globalizing ideologies of their respective institutions. Added to this, the popular educational belief of lecturers from the focal public university is that teaching through the native language would make both teachings and learning more effectively. Floris (2014), in her previous study, found out that both teachers and students realize the importance of the use of language as a medium of instruction. However, the teachers and students have dilemmas in the teaching and learning process. English as Medium of Instruction (EMI) makes most students a burden when they have to respond in the English language. The teachers noticed that most of the students have insufficient English ability in the face of the material of the content subjects. Overall, the language obstacle really affects the students' academic ability. The English as Medium of Instruction (EMI) will succeed if both students and teachers have qualified English proficiency (Coyle et al., 2010). However, even though the teachers can

lead English as Medium of Instruction (EMI) classes, the teachers ignore the students with insufficient English ability, which means that the English as Medium of Instruction (EMI) will not work successfully. Ekoc (2020), in his previous study, stated that It is not just a language that teachers and students must acquire, but it is also in many universities in Turkey. Ekoc (2020) added that English is part of the internationalization process in terms of the programmes they offer, student and teacher mobility, etc. This previous study was conducted to examine how EMI was perceived by students. This study uncovered the perceptions and views of 252 students at a technical university. From the results, one can conclude that the students in this study favored English medium instruction as a result of instrumental motives, no matter how challenging they assume or find it to be. However, they believe that some alterations to the way in which English as a Medium of Instruction (EMI) is provided are necessary. Ekoc (2020) added that the students believe in the instrumental benefits of English as a Medium of Instruction (EMI). The participants underlined the fact that the success of English as a Medium of Instruction (EMI) courses depends on the competence of the lecturers delivering them, which also influenced their responses to the questionnaire administered in this study.

In the Indonesian context, Dewi (2017) stated that the perception of English as a Medium of Instruction (EMI) in Indonesia is really complex. Dewi (2017) assumed that students still required more empowerment to be internationally competitive. In addition, Dewi (2017) added that English is far enough from a neutral language, but the chances to be given by it seem worthwhile. According to Floris (2014), a content teacher that has a high language proficiency (e.g., a high TOEFL score) might have problems presenting a lesson in English because the language score does not really reflect the teacher's ability to teach the subjects in English. This can be a reminder for some universities in Indonesia to carefully choose the English as Medium of Instruction (EMI) teachers in charge of such programs who need both language and pedagogical competencies. In addition, Floris (2014) stated that the teachers had to have the ability to explain difficult terms and concepts in simple ways. They should be able to use the English language that their students understand; if not, the teachers might end up confusing their students. Lastly, this previous study also found out that the students preferred to use the Indonesian language in class although, at the same time, the students realized the importance of the English language at

the same time. The teachers also confessed that they often used the Indonesian language when explaining the key concepts due to their students' low proficiency. This previous study implies that some students still cannot get away from the influence of their mother tongue due to the students' mother tongue will always be in the class. Of course, the terms of the "English only" policy in such an English as Foreign Language (EFL) context as Indonesia will obviously be more challenging than what we imagine. The best alternative way is for the students should get extra language support to help them deal with academics that are in the English language. For the students who have a problem with attempting the English as Medium of Instruction (EMI) course, it's not really recommended for them to take the EMI courses. It only makes them feel they are burdened with having to speak English every time in class.

Based on the results above, English as a Medium of Instruction means teaching a subject (e.g., math, geography, science) using the English language in a context where the English language is not the first language. Then, the students have a different attitude toward the application of English as a Medium of Instruction (EMI). In addition, based on those previous studies, the authors also highlighted the importance of how teachers have an important role in this successful application of English as a Medium of Instruction (EMI). The researchers that discussing Students' perception of the use of English as a Medium of Instruction in Higher Education in Indonesia context is not enough. It is a bit difficult to find this topic in Higher Education, especially that located in Indonesia Context.

2.4 Conceptual Framework

According to Imenda (2014), a conceptual framework is a conclusion result of bringing together a number of related concepts to clarify or anticipate a given occasion, or provide a broader understanding of the marvel of interest – or essentially, of a inquire about issue. Through the review of the conceptual and empirical literature on English as a Medium of Instruction (EMI). This research focuses on students' attitudes towards English as a Medium of Instruction (EMI). This thesis uses a questionnaire to determine students' attitudes towards the application of English as a Medium of Instruction (EMI) with 25 total items using the Fifth-Likert scale.

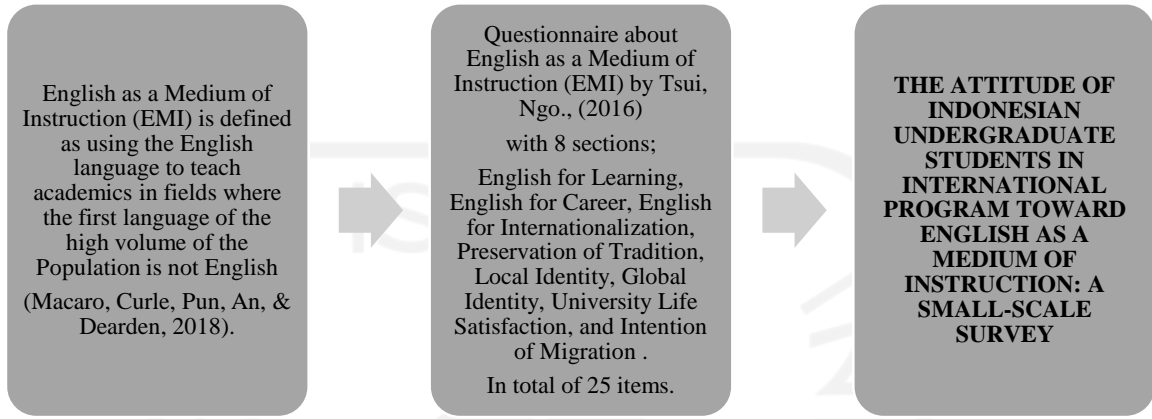


Figure 2.4. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter includes research design, sample, Population, data collecting, and data analysis.

3.1 Research Design

Quantitative research of a survey method will be used in this study. The survey method is a specific type of field study involving data collection from a sample element drawn from a well-defined population through a questionnaire (Visser et al. 2000). The reason why the author used a survey due that the survey can help measure the representative of participants' views, attitudes, and experiences. The kind of survey involves a cross-sectional; stated to Levin (2016) Cross-sectional Study is implemented at a one-time point. It means that a cross-sectional study involves looking at data from a population at one specific point in time. Cross-sectional is applied due to there being limitations in time and resources.

3.2. Population and Sample

International program students in one of the private universities in Yogyakarta were chosen due to the International Program class being the only class that applies the use of English as a Medium of Instruction learning style.

3.2.1. Population

This study aimed at international program students in one of the universities in Yogyakarta. International Program is the class that applies English as a Medium of Instruction (EMI) in every course in the class. The author selected the class that applied English as a Medium of Instruction (EMI) in one of the universities in Yogyakarta with 120 students. This occurs because the international program department applied the English as Medium of Instruction (EMI) method in their class.

3.2.1 Sample

This sample consists of approximately 120 students in a total of three international program departments; International Relationships, Communication Science, and Economic science. This sample uses a 10% error rate case. This research applies Slovin's formula to calculate the number of samples from the Population.

Slovin's formula:

$$n = \frac{N}{1+Ne^2}$$

Explanation:

n = Number of samples

N = Population

e = Error rate (10% = 0.1)

$$n = \frac{120}{1+(120)(0,1^2)}$$

$$n = \frac{120}{1+(120)(0,01)}$$

$$n = \frac{120}{1+(1,2)}$$

$$n = \frac{120}{2,2} = 54$$

n = 54 students

3.3 Data Collecting Technique

3.3.1 Questionnaire

According to Creswell (2014), a questionnaire is a form used in a survey design that the participant should complete and return to the researcher. In this study, the questionnaires that will be used are adopted from Tsui & Ngo (2016), which contained 25 items that asked about students' attitudes toward the use of English as a Medium of Instruction in class within eight sections. The sequences of each section started with English for Learning, English for Career, English for Internationalization, Preservation of Tradition, Local Identity, Global Identity, University Life Satisfaction, and Intention of Migration. The questionnaire uses a Likert-type scale from SD (Strongly Disagree) to SA (Strongly Agree). The duration to fulfill the questionnaires is about 10 - 15 minutes. The

personal data and answers will be used for this study's needs only, will not be published by the author, and will be guaranteed safe.

3.3.2 Content Validity

In line with Rusticus (2014), Content validity refers to the extent to which the rating tools are relevant and represent the intended configuration that is designed to measure. It means that we used to measure with the questionnaire. In this case, the questionnaire should be organized well to be an appropriate instrument to explore the research variables. In this study, the questionnaire will be translated first from English into Bahasa Indonesia and then checked by the advisor before the data collection process.

3.3.3 Reliability

As stated by Heale (2015), reliability relates to measuring consistency. This study adopts a questionnaire from Tsui & Ngo (2016) that has different Cronbach's alpha results per session. First, the English for learning section, with five items and has Cronbach's alpha of 0.867. The second, the English for career session, is based on a four-item scale with 0.797 Cronbach alpha. The third factor has a five-item scale for English for Internationalization, with a Cronbach's alpha of 0.824. After that, a two-item scale constituted Preservation of tradition with a Cronbach's alpha of 0.822. Three variables were used. First, the University satisfaction scale had four items with a Cronbach's alpha of 0.880. The last is the Intention of Migration scale, with a Cronbach's alpha of 0.818.

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3.3.4 Data Analysis Technique

The author applies some of these steps in this study:

1. The instrument translated from the English language into Indonesian language to make sure all the students understand well with the questionnaire.
2. The instrument sent to the advisor in order to make sure the questionnaire is already clear and well understood.
3. Share the link of google forms that already contained the questions to the participants.
4. The data collected and will be analyzed with the application named SPSS.

By referring to the results and discussion by Tsui and Ngo (2016), there are data indicators to define the level of attitudes toward English as a Medium of Instruction (EMI).

Table 3.1 - Data Indicators of English as a Medium of Instruction (EMI)

Mean	English as a Medium of Instruction (EMI)
< 3.115	Low
< 3.115 - 3.783	Medium
< 3.783	High

CHAPTER IV FINDINGS AND DISCUSSION

This chapter explains the findings of data collection, analysis, and interpretation. It includes research findings and discussion.

4.1. Research Findings

The results include two parts. The first is students' information, and the second is students' responses to the 25 statements regarding students' attitudes toward English as a Medium of Instruction used based on Tsui & Ngo's (2016) questionnaires. It contains eight sections; English for Learning, English for Career, and English for Internationalization, Preservation of Tradition, Local Identity, Global Identity, University Life Satisfaction, and Intention of Migration. The questionnaire spreads through an online form. The data was collected from various international program departments.

Table 4.1. – 1 Each Section arranged from the Highest-Lowest

No.	Departments	Total
1.	Economic Science	19 Students
2.	Architecture	17 Students
3.	Islamic Law	11 Students
4.	Pharmacy	8 Students
5.	International Relations	8 Students
6.	Civil Engineering	4 Students
7.	Law Science	2 Students
8.	Economic Science	1 Student

Table 4.2. – Each Section arranged from the Highest-Lowest

No	Section	Mean	Ranked (Highest-Lowest)
1.	Local Identity	4.5	High
2.	English for Internationalization	4.3	High

3.	Global Identity	4.2	High
4.	Intention of Migration	3.9	High
5.	English for Career	3.9	High
6.	University Life Satisfaction	3.7	High
7.	English for Learning	3.4	Medium
8.	Preservation of Traditional	2.1	Low

From the results above, the section is divided into eight sections. They are Local Identity with the highest average with a $\bar{X} = 4.5$ average. Then, followed by English for Internationalization with a $\bar{X} = 4.3$ average. After that, there is Global Identity with an $\bar{X} =$ average of 4.2. Followed by Intention of Migration with a 3.9 average. Next, English for Career with a $\bar{X} = 3.9$ average. After that, there is a University Life of Satisfaction with a $\bar{X} = 3.7$ average. Then, there is English for Learning with a $\bar{X} = 3.4$ average. The last comes from Preservation of Traditional with a $\bar{X} = 2.1$ average.

4.2 Finding of Each Category

4.2.1. Local Identity

The average result of the "Local of Identity" section is shown below.

Table 4.3.1 – 1 Local Identity

No.	Question	Statement	N	Mean	Std.Deviation
1.	Question 1 (Q1)	"I identify myself as a local citizen."	1	4.51	0.847

Note: The data ordered from the lowest to the highest

From the result above, the section only has one item. Some of the students agree and identify themselves as local citizens. Due to most of the international program students being originally Indonesian, of course, they identified themselves as local citizen. Most of them also grew up in Indonesia, and living in Indonesia is the main reason they identify themselves as local citizens.

4.2.2 English for Internationalization

The average result of the “English for Internationalization” section is shown below.

Table 4.3.2 – English for Internationalization

No.	Question	Statement	N	Mean	Std.Deviation
1.	Question 1 (Q1)	"Using English-medium instruction better equips me to go for academic exchange."	5	4.56	0.673
2.	Question 3 (Q3)	"Using English-medium instruction can attract more students from different countries."	5	4.39	0.839
3.	Question 5 (Q5)	"Using English-medium instruction will raise the university image in the world."	5	4.31	0.877
4.	Question 4 (Q4)	"Using English-medium instruction helps me to better communicate with classmates from various places."	5	4.29	0.684
5.	Question 2 (Q2)	"This university should use English-medium instruction in all courses if it is to be more internationalized."	5	3.97	0.868

Note: The data ordered from the lowest to the highest

From the result above, the highest average comes from the first question. Some students agree that using English as a Medium of Instruction (EMI) in the class will equip them better for academic exchange. For sure, while in academic exchange, the students are required to use English because they might meet some of the other students from around the world. The use of English in the class will help them to become habituated to English; simply, it will make speaking with

foreign students from around the world easier because they already have a habit of English in the class. Then followed by fifth, second, third, and fourth questions. Those fourth questions are connected. English as a Medium of Instruction (EMI) gives some advantages for some students in English for Internationalization. Some students agree that using English as a Medium of Instruction (EMI) in the class can attract more students from different countries. This could happen because English as a Medium of Instruction (EMI) in the class can be one of the factors that the students from different countries can be attracted to because perhaps most of the students from different countries try to find the class with the English language. In addition, some students also agree that using English as a Medium of Instruction (EMI) will raise the university's image worldwide. It happens probably due to English being the worldwide language. In addition, the previous statement related to the students from different countries could be one of the reasons why attracting students from different countries could be a way to raise the university's image. Furthermore, suppose the university uses or applies the English language in its curriculum. In that case, it indicates that the university has a certain quality because it is ready to follow the worldwide trend. Next, some students believe that using English as a Medium of Instruction (EMI) will help them better communicate with classmates from various places. This probably happens because speaking only one language in the class, which is the English language, will make them feel better in communicating with others from various places due to using one language only.

Moreover, some of the students also agree that applying English as a Medium of Instruction (EMI) in all courses if it is to be more internationalized. This is probably because not all the courses should be used in English. In addition, there are some students from the regular department that not all of them are not good enough in the English language. This university has two programs: the regular one that uses the Indonesian language in all the courses and the international program that uses English as a Medium of Instruction (EMI) in all the courses.

4.2.3 Global Identity

The average result of the "Global Identity" section is shown below.

Table 4.3.3 – 3 Global Identity

No.	Question	Statement	N	Mean	Std.Deviation
1.	Question 1 (Q1)	"I identify myself as a local citizen."	1	4.23	1.092

Note: The data ordered from the lowest to the highest

Most of the students also identify themselves as global citizens. The reason why most of the students identify themselves as global citizens is probably because they believe that they can participate in the life of the world.

4.2.4. Intention of Migration

The average result of the "Intention of Migration" section is shown below.

Table 4.3.4 – 4 Intention of Migration

No.	Question	Statement	N	Mean	Std.Deviation
1.	Question 3 (Q3)	"I am searching for a study/employment opportunity in a foreign country."	3	4.26	1.125
2.	Question 1 (Q1)	"I have thoughts about moving to another country."	3	3.87	1.128
3.	Question 2 (Q2)	"I am planning to -leave the place where I grew up."	3	3.67	1.259

Note: The data ordered from the lowest to the highest

From the result above, most students plan to search for a study/employment opportunity in a foreign country. It is probably because most students are more interested in finding something new to experience in foreign countries, like trying

to learn a new culture there, get some new friends from around the world, trying to be more independent, get a better high-quality education, and many more reasons. In addition, this happens because most students dream of finding a job in a foreign country because most are already proficient in English. Meanwhile, the lowest average comes from the second question (Q2) with the question "I am planning to leave the place where I grew up." Most students also agree that they plan to leave where they are growing up because they want to find study/employment in a foreign country.

4.2.5 English for Career

The average result of the "English for Career" section is shown below.

Table 4.3.5 – 5 English for Learning

No.	Question	Statement	N	Mean	Std.Deviation
1.	Question 1 (Q1)	"Using English-medium instruction will increase my chance for job search or further studies upon graduation elsewhere."	4	4.39	0.748
2.	Question 4 (Q4)	"Studying all courses in English is important for my future workplace success."	4	4.13	0.931
3.	Question 2 (Q2)	"Employers would prefer me to have English-medium instruction in all courses in the university."	4	3.79	0.961
4.	Question 3 (Q3)	"My parents would like me to have English-medium instruction in all courses."	4	3.67	1.1113

Note: The data ordered from the lowest to the highest

From the result above, the highest average comes from the first question. Some students agree that English as a Medium of Instruction (EMI) will increase their chance of job search or further studies upon graduation elsewhere. Due to globalization, some companies or employers require their workers to speak English proficiently. Furthermore, students believe that using English as a Medium of Instruction (EMI) will help them their workplace success in the future, their employers would prefer them to have English as a Medium of Instruction (EMI) in all courses in the university, and their parents would like them to have English as a Medium of Instruction (EMI) in all courses. Those three statements are connected. Some students agree that studying all courses in English will affect their success in their future work because most employers right now try to find competent employees who can speak English. That's also why most of the students' parents would like their child to have English as a Medium of Instruction (EMI) in all courses. Moreover, their child will be competent in speaking English to be competent employees in future workplace success.

4.2.6. University Life Satisfaction

The average result of the "University Life of Satisfaction" section is shown below.

Table 4.3.6 – 6 University Life Satisfaction

No.	Question	Statement	N	Mean	Std.Deviation
1.	Question 1 (Q1)	"I am satisfied with my university choice."	4	3.83	0.900
2.	Question 2 (Q2)	"I will recommend this university to others."	4	3.83	1.063
3.	Question 3 (Q3)	"I am satisfied with my university education."	4	3.80	1.030
4.	Question 4 (Q4)	"I express overall satisfaction with this university."	4	3.73	0.962

Note: The data ordered from the lowest to the highest

Based on the result above, the highest average comes from two questions. Both questions are “I am satisfied with my university choice” and “I will recommend this university to others.” These two statements also have a connection. Most of the students are satisfied with the university that they choose. Most of the students felt satisfied with their university choice, probably due to the complete facilities and infrastructure that the university serves. It is also probably because the university has extraordinary service to the students. For sure, the students will also recommend the university they choose to others due to the university they chose as a quality university. In addition, most of the students were satisfied with their university education. It means the university has a good quality in serving the education for their students. The last, for sure, the students express their overall satisfaction with their university because all of their satisfaction is served well by their university.

4.2.7 English for Learning

The average result of the “English for Learning” section is shown below.

Table 4.3.7 – 7 English for Learning

No.	Question	Statement	N	Mean	St. Deviation
1.	Question 1 (Q1)	"Using English-medium instruction enhances my subject matter knowledge."	5	3.90	0.950
2.	Question 5 (Q5)	"Using English-medium instruction enhances my discussion with other classmates."	5	3.63	1.106
3.	Question 2 (Q2)	"Using English-medium instruction improves my English language proficiency."	5	3.29	1.009
4.	Question 3 (Q3)	"I obtain better results in courses using English-medium"	5	3.26	1.176

instruction than those with bilingual (i.e., English and Indonesia) teaching."

5.	Question 4 (Q4)	"I am more motivated to learn if English-medium instruction is used in non-language courses (e.g., Mathematics, Economics, Geography)."	5	3.24	1.160
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Note: The data ordered from the lowest to the highest

From the result above, the highest average comes from the first question (Q1) that the question "Using English-Medium Instruction enhances my subject matter knowledge." Most students agree that English as a Medium of Instruction (EMI) enhances their subject matter knowledge, and they do not think English is a threat to enhancing their subject matter knowledge. This probably occurs due to English being familiar with them. In addition, English is the language they use daily to communicate in class, so they do not think English is a threat anymore. Furthermore, most students agree that English as a Medium of Instruction (EMI) enhances their discussion with their classmates in English is the primary language in the class, so the students think English as a Medium of Instruction (EMI) gives some advantages, one of which is helping them enhance their discussion skills with their classmates. Meanwhile, three questions have a meaning with slight differences. Due to English being the primary language they use in class daily, Students agree that English as a Medium of Instruction (EMI) helps them improve their English proficiency. This also probably occurs because speaking English every day in the class will help them better proficiency in speaking English because they are trained to use the English language. It is related to the following statement: some students obtain better results in courses using English as a Medium of Instruction (EMI) than those with bilingual courses. This probably happens because some of the students are already familiar with English because they had to speak English every day in class. The last, the lowest average, comes from the fourth

question: Some students are motivated to learn if English as a Medium of Instruction (EMI) is used in non-language courses (e.g., Mathematics, economics, and Geography). This occurs because some students prefer to learn English as a subject matter rather than for their proficiency. In addition, some students perhaps viewed the non-language courses as a part of the obligation, not as a part of preference.

4.2.8. Preservation of Traditional

The average result of the “Preservation of Traditional” section is shown below.

Table 4.3.8 – 8 Preservation of Traditional

No.	Question	Statement	N	Mean	Std.Deviation
1.	Question 2 (Q2)	"Using English-medium instruction will play down the importance of Indonesia language in this university."	2	2.16	1.150
2.	Question 1 (Q1)	"Using English-medium instruction will undermine the traditional Indonesian culture of this university."	2	2.11	1.210

Note: The data ordered from the lowest to the highest

The mean of the data above is low. This indicates that most students do not agree with those two statements. They do not believe that using English as a Medium of Instruction (EMI) will not play down the importance of the Indonesian language in this university. This probably happens because some of the student's mother tongues are not English. Even though they use the English language daily in their class, it does not mean it will play down the importance of the Indonesian language in their university. The international program class just required their students to use English as the main language in the class, not forcing them to use English in every situation. In addition, it is probably too that most students know the context when using the English language. During the class session, they had to speak English, but while outside the class, most students usually used the

Indonesian language to interact with people around them. Most of the students are Indonesian, so it is their requirement too for using the Indonesian language daily. The second statement shows a low score too. It means some students also do not agree that using English as a Medium of Instruction (EMI) will undermine the Indonesian traditional culture of this university. As long as the students know the context when they have to speak English, it will not undermine the existence of the language and Indonesian traditional culture of this university.

4.3. Discussion

The results of the data from the international undergraduate students who took English as a Medium of Instruction class were calculated in 2 steps. The first step was the overall data. From all the results above, the highest average comes from English for Internationalization with $\bar{X} = 4.56$. At the same time, the lowest average comes from Preservation of Traditional with 2.11.

In the second step, all of the categories of the questionnaire will be elaborated more. There are six categories inside the questionnaire they are English for Learning, English for Career, English for Internationalization, Preservation of Traditional, Local Identity, Global Identity, University Life Satisfaction, and the last is Intention of Migration.

From all the results above, the English for learning section has the same result as the previous study conducted by Tsui & Ngo (2016) that some students did not perceive English to be a threat to enhancing their subject matter knowledge. While in English for. On the contrary, this section is really in contrast with the previous study conducted by Floris (2014) while some students have some dilemmas learning in English as a Medium of Instruction (EMI) class due to the fact that they have a burden when they have to respond in the English language. Next, in English for the career section, the responses are various from the students. Most of the students believe English has some real advantages for their careers. The result is similar to the previous study conducted by Tsui & Ngo (2016) that students from the science, engineering, social sciences, business administration, and law

departments are more supportive of the application of English as a Medium of Instruction (EMI) than the students from education and medicine departments. This case represents a more different view of reality by the former group that may believe that English as a Medium of Instruction (EMI) can give benefits upon graduation and joining the job market. For the education and medicine departments, even though the principles and fundamentals are worldwide, their practical applications could be more regional. It shows that some of the students believe English as a Medium of Instruction (EMI) gives some benefits for some students from different departments, while some of them prefer to use the local language for some practical applications. English for Internationalization also shows a high average means most students from the senior counterparts and junior counterparts believe that English as a Medium of Instruction (EMI) gives them some benefits for them in the internationalization section. The result is also similar to the previous study conducted by Tsui & Ngo (2016), that senior students perceived greater importance of EMI for Internationalization than did their junior counterparts. From these three sections, both senior and junior counterparts showed greater support for English as a Medium of Instruction (EMI) in the three sections of English for learning, career, and Internationalization. For the global identity and local identity, most students who tend to be global citizens and local citizens admitted the advantages of English as a Medium of Instruction (EMI) for their career and learning. Meanwhile, for the Preservation of tradition, this thesis also gained the same result as a previous study conducted by Tsui & Ngo (2016) that some groups of people did perceive a threat to the vitality of the Chinese language and culture. Most students also seemed to ignore this issue. Next, for university life satisfaction, this thesis also gained a similar result as conducted by Tsui & Ngo (2016) that most students had a relatively high level of university life satisfaction. The factors of English for career, English for internationalization, and Local and Global identities had a positive advantage on satisfaction levels. For the intention of migration, this study also gained the same result as Tsui & Ngo (2016) in their previous study that the factors of English for learning, English for internationalization factors, and strong Global identity showed positive associations with the intention of migration.

In conclusion, most of the students showed a positive attitude towards the application of English as a Medium of Instruction (EMI) in some of the factors. The students agree that they gain some benefits in English for Learning context. The students agree that the use of English as a Medium of Instruction (EMI) enhances their subject matter knowledge, improves their English proficiency, and enhances their discussion with other classmates. Furthermore, in the English for Career section, the students show a positive attitude that some of the students agree that using English as a Medium of Instruction (EMI) will increase their chance of job search. Then, the students agree that studying all courses in English is important for their future workplace success. In the English for Internationalization context, the students agree that the application of English as a Medium of Instruction (EMI) equips them better to go for academic exchange and helps them better communicate with their classmates from various places. For University Life Satisfaction, most of the students show a good attitude, and some of them agree if they are satisfied with their university choices. For the Intention of Migration, some of the students are also showing a positive attitude that some of them agree that they will be searching for an opportunity for study/employment in a foreign country. Most of the students also have a negative attitude toward the Preservation of Tradition because the students do not agree that the use of English as a Medium of Instruction (EMI) will undermine the culture of their university and will play down the importance of the Indonesian language in their university.

CHAPTER V

CONCLUSION

This chapter defines the summary of the research-based on research findings in the previous chapter and recommendations for future research.

5.1. Conclusion

This study aimed to know undergraduate students' attitudes toward the use of English as a Medium of Instruction (EMI) in class. The participants are from various international program departments. They are Communication Science with 19 students, Architecture with 17 students, Islamic Law with 11 students, International Relations with eight students, Pharmacy with eight students, Civil Engineering with four students, Law Science with two students only and last is Economic Science with only one student. The total of all respondents is 70 international program students.

Based on this thesis' result, the conclusion that the author gained that "Local Identity" is the section with highest average $\bar{X} = 4.5$ with. It indicates that most of the students still identity themselves as a local citizen even though they are required to speak English every time in the class. Next, the first item in section of English for Internationalization is what most students are interested in. The result shows that English for Internationalization for the first item which stated, "Using English-medium instruction better equips me to go for academic exchange," is the highest item with the average ($\bar{X} = 4.56$). This indicates that most of the students agree that joining a class that applies English as a Medium of Instruction (EMI) will better equip them to go for academic exchange. It is also probably the reason why most of the students are interested in the English as a Medium of Instruction (EMI) class. While, the lowest one comes from the Preservation of Tradition with $\bar{X} = 2.1$. It indicates that most of the students do not agree that English as a Medium of Instruction (EMI) will not play down the importance of the Indonesian language and play down the culture of their university. It supported by the "Local Identity" section with the highest average that the average $\bar{X} = 4.5$.

5.2. Recommendation and Suggestions

Based on the topic above, it will be better if the future researcher discusses English as a Medium of Instruction in junior or senior elementary because much research has already discussed English as a Medium of Instruction (EMI) in the university context.



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Appendix 1. Questionnaire scales

English for Learning

[1 = Sangat Tidak Setuju ; 5 = Sangat Setuju]

5. Using English-medium instruction enhances my subject matter knowledge.

Penggunaan Bahasa Inggris sebagai Bahasa pengantar meningkatkan pengetahuan pembelajaran materi saya

6. Using English-medium instruction improves my English language proficiency.

Penggunaan Bahasa Inggris sebagai Bahasa pengantar meningkatkan kemampuan Bahasa Inggris saya

7. I obtain better results in courses using English-medium instruction than those with bilingual (i.e., English and Chinese) teaching.

Saya memperoleh hasil yang lebih baik di matapelajaran yang menggunakan Bahasa Inggris sebagai Bahasa pengantar dibandingkan dengan pengajaran Bilingual (Bahasa Inggris dan Bahasa Indonesia)

8. I am more motivated to learn if English-medium instruction is used in non-language courses (e.g., Mathematics, Economics, Geografi).

Saya lebih termotivasi untuk belajar jika Bahasa Inggris digunakan di mata pelajar non-bahasa (e.g Matematika, Ekonomi, Geografi) sebagai Bahasa pengantarnya.

9. Using English-medium instruction enhances my discussion with other classmates.

Penggunaan Bahasa Inggris sebagai Bahasa pengantar mendorong saya ketika berdiskusi dengan rekan kelas yang lain.

English for Career

[1 = strongly disagree; 5 = strongly agree]

10. Using English-medium instruction will increase my chance of job search or further studies upon graduation elsewhere.

“Penggunaan Bahasa Inggris sebagai Bahasa pengantar akan meningkatkan kesempatan saya untuk mencari pekerjaan atau studi lebih lanjut setelah lulus di tempat lain.”

11. Employers would prefer me to have English-medium instruction in all courses at the university.

- “Atasan lebih memilih saya untuk memiliki pengajaran yang berbasis Bahasa Inggris sebagai Bahasa Pengantar di semua mata pelajar di Universitas.”*
12. My parents would like me to have English-medium instruction in all courses.
“Orangtua saya ingin saya untuk mengambil semua mata pelajaran yang berbasis Bahasa Inggris sebagai Bahasa pengantarnya.”
13. Studying all courses in English is important for my future workplace success.
“Belajar semua mata pelajaran menggunakan Bahasa Inggris sangat penting untuk kesuksesan tempat kerja saya di masa depan.”

English for Internationalization

[1 = strongly disagree; 5 = strongly agree]

14. Using English-medium instruction better equips me to go for academic exchange.
“Penggunaan Bahasa Inggris sebagai Bahasa pengantar membantu saya untuk mengikuti program pertukaran pelajar.”
15. This university should use English-medium instruction in all courses if it is to be more internationalized.
“Universitas terkini harus menerapkan Bahasa Inggris sebagai Bahasa pengantar di semua mata pelajarannya jika ingin lebih terinternasionalisasi.”
16. Using English-medium instruction can attract more students from different countries.
“Penggunaan Bahasa Inggris sebagai Bahasa pengantar bisa menarik lebih banyak siswa dari berbagai negara.”
17. Using English-medium instruction helps me to better communicate with classmates from various places.
“Penggunaan Bahasa Inggris sebagai bahasa pengantar membantu saya lebih baik dalam berkomunikasi dengan rekan kelas saya yang berasal dari berbagai daerah.”
18. Using English-medium instruction will raise the university's image in the world.
“Penggunaan Bahasa Inggris sebagai bahasa pengantar akan mengangkat citra Universitas di dunia.”

Preservation of Tradition

[1 = strongly disagree; 5 = strongly agree]

19. Using English-medium instruction will undermine the traditional Chinese culture of this university.

“Penggunaan Bahasa Inggris sebagai bahasa pengantar dapat merusak budaya tradisional Indonesia di Universitas ini.”

20. Using English-medium instruction will play down the importance of the Chinese language in this university.

“Penggunaan Bahasa Inggris sebagai bahasa pengantar dapat mengurangi pentingnya Bahasa Indonesia di Universitas ini.”

Local Identity

[1 = strongly disagree; 5 = strongly agree]

21. I identify myself as a local citizen.

“Saya mengidentifikasi diri saya sebagai warga negara setempat”

Global Identity

[1 = strongly disagree; 5 = strongly agree]

22. I identify myself as a global citizen.

“Saya mengidentifikasi diri saya sebagai warga dunia.”

University Life Satisfaction

[1 = strongly disagree; 5 = strongly agree]

23. I am satisfied with my university choice.

“Saya merasa yakin dengan Universitas pilihan saya.”

24. I will recommend this university to others.

“Saya akan merekomendasikan Universitas ini kepada orang lain.”

25. I am satisfied with my university education.

“Saya yakin dengan pendidikan di Universitas saya.”

26. I express overall satisfaction with this university

“Saya menyatakan kepuasan secara keseluruhan dengan Universitas ini.”

Intention of Migration

[1 = strongly disagree; 5 = strongly agree]

27. I have thoughts about moving to another country.

“Saya memiliki pikiran untuk pindah ke negara lain.”

28. I am planning to leave the place where I grew up.

“Saya berencana untuk meninggalkan tempat dimana saya tumbuh.”

29. I am searching for a study/employment opportunity in a foreign country

“Saya sedang mencari kesempatan belajar/kerja di luar negeri.”

